

MANNING ELEMENTARY

311 W. Boyce Street
Manning, SC 29102

GRADES 4-6 Elementary School

ENROLLMENT 816 Students

PRINCIPAL Eleese H. Fulton 803-435-5066

SUPERINTENDENT John E. Tindal 803-435-4435

BOARD CHAIR Mrs. Ethel Sweat 803-435-4435

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	12	52	15	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

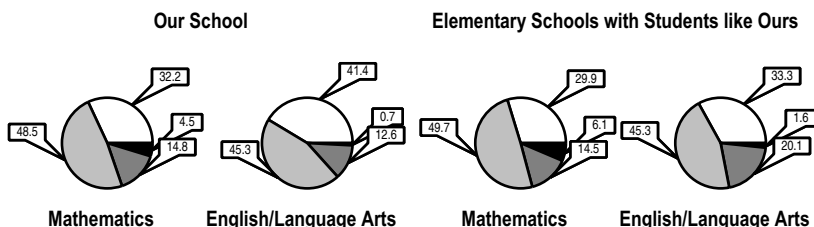
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	249	92
Percent satisfied with learning environment	87.2%	72.7%	83.5%
Percent satisfied with social and physical environment	80.5%	66.8%	65.2%
Percent satisfied with home-school relations	43.9%	82.6%	78.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	792	99.9	41.4	45.3	12.6	0.7	13.3	17.6
Gender								
Male	377	99.7	49.2	41.3	9.5	N/A	9.5	17.6
Female	415	100.0	34.4	48.9	15.5	1.3	16.8	17.6
Racial/Ethnic Group								
White	227	100.0	30.6	46.6	21.4	1.5	22.8	17.6
African-American	553	99.8	46.0	44.3	9.4	0.4	9.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	12	100.0	25.0	66.7	8.3	N/A	8.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	676	99.9	38.5	45.7	15.0	0.8	15.8	17.6
Disabled	116	100.0	57.3	42.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	792	99.9	41.5	45.3	12.6	0.7	13.2	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	789	99.9	41.6	44.9	12.9	0.7	13.6	17.6
Socio-Economic Status								
Subsidized meals	618	99.8	43.7	46.6	9.5	0.2	9.7	17.6
Full-pay meals	172	100.0	33.1	40.5	23.9	2.5	26.4	17.6

Mathematics								
All students	792	100.0	32.2	48.5	14.8	4.5	19.3	15.5
Gender								
Male	377	100.0	34.8	47.4	15.3	2.5	17.8	15.5
Female	415	100.0	29.8	49.6	14.2	6.4	20.6	15.5
Racial/Ethnic Group								
White	227	100.0	19.9	47.6	21.8	10.7	32.5	15.5
African-American	553	100.0	37.3	48.1	12.4	2.2	14.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	12	100.0	16.7	83.3	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	676	100.0	28.1	49.4	17.4	5.2	22.6	15.5
Disabled	116	100.0	54.2	44.1	0.8	0.8	1.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	792	100.0	32.3	48.4	14.8	4.5	19.3	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	789	100.0	32.5	47.9	15.0	4.6	19.6	15.5
Socio-Economic Status								
Subsidized meals	618	100.0	34.6	50.1	12.4	2.9	15.3	15.5
Full-pay meals	172	100.0	23.3	42.9	23.3	10.4	33.7	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	225	N/A	17.3	61.3	21.3	N/A	21.3
	Grade 5	272	N/A	40.1	49.1	10.4	0.4	10.8
	Grade 6	275	N/A	31.7	46.9	19.5	1.9	21.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	239	100.0	30.9	50.2	17.6	1.3	18.9
	Grade 5	232	100.0	46.0	44.6	9.4	N/A	9.4
	Grade 6	321	99.7	46.2	42.0	11.1	0.7	11.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	225	N/A	29.9	48.2	14.3	7.6	21.9
	Grade 5	272	N/A	39.8	46.5	10.4	3.3	13.8
	Grade 6	275	N/A	33.2	47.7	14.1	5.0	19.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	239	100.0	22.7	61.8	11.6	3.9	15.5
	Grade 5	232	100.0	40.4	44.6	12.7	2.3	15.0
	Grade 6	321	100.0	33.7	41.2	18.6	6.5	25.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 816)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.3%	Up from 4.1%	3.3%	2.4%
Attendance rate	95.1%	Down from 96.0%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.8%	Up from 0.0%	8.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.5%	Up from 13.3%	9.0%	8.0%
Older than usual for grade	3.8%	Down from 4.2%	2.0%	1.1%
Suspended or expelled	0.1%	Down from 0.6%	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	38.6%	Up from 36.7%	43.0%	50.0%
Continuing contract teachers	84.1%	Down from 85.7%	83.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.5%	Down from 77.2%	83.7%	86.2%
Teacher attendance rate	93.9%	Down from 94.4%	94.5%	95.3%
Average teacher salary	\$36,467	Up 2.1%	\$39,236	\$39,909
Prof. development days/teacher	23.1 days	Up from 11.8 days	11.7 days	11.4 days

School				
Principal's years at school	1.0	No change	3.0	4.0
Student-teacher ratio	16.7 to 1	Up from 5.2 to 1	17.4 to 1	18.9 to 1
Prime instructional time	93.1%	Up from 89.0%	89.1%	89.7%
Dollars spent per pupil*	\$4,358	Up 2.1%	\$6,095	\$5,892
Percent spent on teacher salaries*	67.7%	Up from 67.2%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.7%	Down from 99.8%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Manning Elementary School is in its third year as a 4th - 6th grade school. For the 2002-03 school year, we served 803 students in the small rural community of Clarendon County. Our staff consisted of 41.5 highly qualified teachers, 4 instructional assistants, 1 guidance counselor, 1 media specialist, 3 office managers, 4 custodians and 9 food service workers, all dedicated to the challenge of "Making Everyone Success."

Manning Elementary is accredited by the Southern Association of Colleges and Schools and continues to uphold the high standards the organization mandates. Through on-going staff development in curriculum standards, teachers diversity strategies and activities to meet the needs of students. Language arts resource guides are being updated to incorporate new standards through a framework with the Pee Dee Hub. Three grant programs have enabled us to provide additional services to our students and teacher. The Coastal Rural Systemic Initiative has provided teachers consultation on alignment of standards and organizing resource guides in math and science. The Ed Tech Grant enabled us to provide students with camp-like experiences in environmental classes while incorporating technology. During the same time, teachers received training on integrating technology in the classroom to enhance instruction. In the second year of a three-year grant, 21st Century has provided funding for enrichment and homework assistance in the after school program. In addition, we have built a strong relationship with out community stakeholders through our Parent-Teacher Association, School Improvement Council, Business Partnership, and parent and community nights at school. Further, students receive character education and guidance with the school counselor as well as with instructors in the D.A.R.E. program.

Our students also receive daily help in reading and math skills through a school-wide enrichment program. Students are afforded an opportunity to get more individualized instruction on their ability level.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.